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ABSTRACT

The District Facilitator Project (DFP) was designed to help public and private schools in the District of Columbia to improve their programs by linking them with exemplary projects that have proven successful in districts around the country. The DFP provides coordination and technical assistance services for implementing the selected program in a new location. This evaluation report describes DFP activities in fiscal year 1981 and compares the project's objectives with its outcomes in four areas: (1) information dissemination, particularly with regard to National Diffusion Network (NDN) programs that complement competency based curriculum; (2) training services for schools that elected to adopt NDN programs; (3) technical assistance to schools installing new NDN programs; and (4) facilitation of collaborative arrangements regarding adoption of NDN programs between appropriate public, private, and parochial schools. Appended are evaluation model schema, a list of DFP awareness sessions held, and summaries of various reports on NDN programs. (Author/GC)

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ED213800

DISTRICT FACILITATOR PROJECT

E. S. E. A. TITLE IV-C

Final Evaluation Report

FLORETTA D. MCKENZIE
SUPERINTENDENT OF SCHOOLS
DECEMBER 1981

UD 022 144

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

DISTRICT FACILITATOR PROJECT

Final Report

1980-1981

Prepared by
Division of Quality Assurance

1980-1981

DISTRICT FACILITATOR PROJECT

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SUMMARY AND FINDINGS

Title

District Facilitator Project

Project Director

Susan Williams

Project Location

Project headquarters are located at the Edmonds school, 9th and D Streets, N.E. Programs under this project are located in schools in all the regions of the District of Columbia Public Schools and some non-public schools.

Target Population

Teachers and administrators of the District of Columbia Public Schools and the District of Columbia Non-Public Schools.

Background

The District Facilitator Project works through a Department of Education system called the National Diffusion Network which introduces nationally validated projects to local school districts. The project began in the District during the 1977-78 school year, with 1978-79 being the first full year of its operation. It continued through SY 1979-80 and now has completed SY 1980-81.

Description of the Program

In cooperation with Developer/Demonstrator projects and local schools, the District Facilitator Project provides services to interested teachers and administrators through a five-step process consisting of: (1) Awareness; (2) Interest; (3) Pre-Implementation Planning; (4) Adoption/Adaption and (5) Evaluation. The school or region may apply through the District Facilitator Project for minigrants to cover the cost of training and materials.

The coordinator, District Facilitator Project, also acts as a resource person for excellent original projects in the District of Columbia that might be eligible for national validation and inclusion in the National Diffusion Network.

Stated Objectives

I. During FY 81, disseminate information about District Facilitator Project services and National Diffusion Network programs, particularly those which complement Competency Based Curriculum.

II. During FY 81, schedule training for those schools that elect to adopt NDN programs.

III. During FY 81, provide technical assistance to schools while they are installing a new NDN program by monitoring the initial adoption.

IV. During FY 81, facilitate collaborative arrangements regarding the adoption of NDN programs between appropriate public, private, and parochial schools.

BACKGROUND AND PROJECT OBJECTIVES

Introduction

Purpose - The purpose of the DISTRICT FACILITATOR PROJECT (DFP) is to assist local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country. The DFP provides coordination and technical assistance, services that help to assure successful implementation in the new location.

Need - Dynamic changes in the techniques and technology of education made it difficult for local school districts to keep abreast of the best current practices. The DFP provided the mechanisms by which the District of Columbia could meet this need by helping the District's public and non-public schools to adopt exemplary educational programs.

History - Planning for the project began with part of the funding coming from the Department of Education through a system called the National Diffusion Network which has been in operation since 1974 to promote the application of nationally validated Developer/Demonstrator projects to local school districts. The original proposal for the District of Columbia Public Schools was written by the Network of Innovative Schools in January, 1977. Funding under the National Diffusion Network provided for a part-time director who began working in October, 1977 to June, 1978. From then on funding for the full-time director was provided by the National Diffusion Network while Title IV-C continued to support adoption costs to local schools. From January to May, 1978, six awareness sessions and two training sessions were held in the District. During 1978-79, 22 awareness sessions and 31 training sessions were held. During the 1979-80 year 8 awareness sessions and 14 training sessions were held. The project coordinator had also been encouraging exceptional projects in the District to work toward national validation.

Discription of the Project

District Facilitator Project services are available to all of the District of Columbia public and non-public schools.

In cooperation with Developer/Demonstrator projects and local schools, the DFP leads interested teachers and administrators through a process that includes: Awareness; Interest; Pre-implementation planning; Adoption/ Adaption; and Evaluation. Services include awareness workshops, needs assessment, in-service training, on-site consultation with on-going technical assistance during the initial adoption and follow-up assistance. When an appropriate program has been selected, if other funding is not available a Title IV-C minigrant proposal is submitted to the coordinator, District Facilitator Project, requesting financial assistance.

When an exemplary project is installed it is called an adoption. Local schools and regions may apply for Title IV-C minigrants to cover the cost of training and materials. The average adoption cost to Title IV-C in the District of Columbia Public Schools during the 1980-81 school year was $468.14.

Technical assistance is also offered to locally developed projects that have potential for national validation.

Stated Objectives

I. During FY 81, disseminate information about District Facilitator Project and National Diffusion Network programs, particularly those which complement Competency Based Curriculum.

II. During FY 81, schedule training for those schools that elect to adopt NDN programs.

III. During FY 81, provide technical assistance to schools while they are installing a new NDN program by monitoring the initial adoption.

IV. During FY 81, facilitate collaborative arrangements regarding the adoption of NDN programs between appropriate public, private, and parochial schools.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Information about the District Facilitator Project and the National Diffusion Network Programs was disseminated through awareness sessions and flyers.

2. Nine awareness session were given by the District Facilitator Project.

3. Six National Diffusion Network Programs were presented in nine workshop sessions.

4. The majority of National Diffusion Network adoptions were implemented with few management and logistical problems.

5. The coordinator insured that all of the adopter sites complied with the Education Department's requirement of including non-public schools in their adoption plans.

6. The DFP produced the following reports:

   a. "The Evaluation of the Fidelity of Implementation of the National Diffusion Network Programs."

   b. "The Evaluation of the Impact of National Diffusion Network Programs on Student Academic Performance."

   c. "The Number of National Diffusion Network Classroom Adoptions as Perceived by Contact Persons."

   d. "The Evaluation of the Monitoring and Assessment Activities of Contact Persons for National Diffusion Network Program Adoptions in the District of Columbia."

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTATION (PMI) MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design consisted of the intended inputs, processes and outputs. The interim report related agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data, the agreements and discrepancies between intended and observed outcomes with supporting data in the appendix, a summary of performance agreement and analysis/conclusions/implications, for each objective.

RESULTS

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To assist the local schools to improve their programs by linking them with Joint Dissemination Review Panel (JDRP) approved exemplary projects that have been proven successful in other school districts around the country.

Objective I: During FY 81, disseminate information about District Facilitator Project and National Diffusion Network programs, particularly those which complement Competency Based Curriculum.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Brochures and other printed information (awareness material) on Developer/ Demonstrator (D/D) projects.	Agreement	1. Awareness materials in the project were observed by the evaluation team.
2. Space to display information on D/D projects	Agreement	2. Space to display information was in evidence.
3. Space to hold awareness sessions	Agreement	3. The coordinator described the areas where awareness sessions were held. According to her information there had been adequate space.

OBJECTIVE I

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. The coordinator of the District Facilitator Project, will set up and make all arrangements for Awareness Sessions, if any are held.	Agreement	1. The coordinator made arrangements for awareness sessions as evidenced by the submitted schedule.
2. The Developer/Demonstrators or trained participants will present their projects, respond to questions from potential adopters, and distribute awareness materials at any awareness sessions.	Agreement	2. The project coordinator reported that in some cases, the Developer/Demonstrator presented their projects; in others, a locally trained teacher participated; and in one case the project coordinator made the presentation.
3. The coordinator, District Facilitator Project, will respond to telephone and written requests for information about District Facilitator Projects (DFP) and National Diffusion Network (NDN) programs.	Agreement	3. The evaluation team reviewed the adoptions-potential file, discussed phone calls, mailing requests and site visits.

OBJECTIVE I

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June, 1981, records made available to the Title IV-C Evaluation Unit by the project coordinator will show that any Awareness Sessions held for D.C. Public School Personnel will complement the competency-based curriculum.	Agreement	1. Records sent to the Evaluation Unit showed that nine awareness sessions were held and fell within the CBC categories of objectives.
2. By June, 1981, records made available to the Title IV-C Evaluation Unit by the project coordinator will show that information about DFP and NDN programs has been disseminated through presentations, displays and materials sent to schools.	Agreement	2. Data received by the Title IV-C Evaluation Unit showed that the District Facilitator Project (DFP) disseminated information about the National Diffusion Network and the DFP through 5 formal presentations, mailing 29 information flyers to the schools and by setting up a display at the D.C. Council on Staff Development.

OBJECTIVE I

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

There was no discrepancy in either the observed input or process section under Objective I. Awareness materials were produced to announce the awareness sessions which were set up by the District Facilitator office. Space to display information and hold awareness sessions was obtained. The awareness sessions scheduled were held. The Developer/Demonstrators presented their projects at the awareness sessions. In certain sessions local representatives who were trained as demonstrators were the presenters.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The coordinator of the District Facilitator project did set up the nine awareness sessions and all nine were held. The coordinator made sure that the projects chosen complemented the competency-based curriculum. Developer/ Demonstrators responded to questions from potential adopters. There were no logical performance disagreements in the processes associated with the observed outcomes.

OBJECTIVE I

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

The dissemination of information about the District Facilitator Project and Developer/Demonstrator projects was conducted primarily through awareness sessions and the distribution of materials on the programs. There were no discrepancies between the intended and observed data for inputs, processes and outcomes. It can be concluded that Objective I was adequately met.

DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent, and the School Board to aid them in their decision making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To assist the local schools to improve their programs by linking them with Joint Dissemination Review Panel (JDRP) approved exemplary projects that have been proven successful in other school districts around the country.

Objective II: During FY 81, schedule training for those schools that elect to adopt NDN programs.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Space to hold training sessions	Agreement	1. The coordinator stated that training sessions were held in the schools and that space was adequate.
2. Appropriate trainers available to train personnel wanting to adopt programs	Agreement	2. The coordinator stated that people from the project staff such as the disseminator coordinator were available to do training. This was further evidenced by evaluations which included information on trainers.
3. Adoption materials	Agreement	3. According to the proposal, regular budget funds were used for materials wherever this was possible. Sole source training materials and supplementary supplies and materials were provided by the NDN project as reported by the coordinator.

OBJECTIVE II

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. The coordinator, District Facilitator Project, will set up and arrange training sessions.	Agreement	1. The evaluation forms of the training session which were submitted to the Title IV-C Evaluation Team revealed that the coordinator did set up and arrange training sessions.
2. Potential adopters will identify a contact person in preparing a minigrant proposal and applying for financial assistance.	Agreement	2. The evaluation team reviewed minigrant proposals which identified the contact person.
3. Appropriate trainers will provide training which may occur at the Developer/ Demonstrator site, at the proposed adoption site, or both.	Agreement	3. The evaluation team reviewed evaluation forms containing information on the trainers who participated at adoption sites.
4. Teachers, administrators and other adopter personnel will participate in the training.	Agreement	4. Participation of teachers, administrators and others was evidenced by the workshop Registration Sheet listing names and professional specialties.

OBJECTIVE II

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Records made available to the Title IV-C Evaluation Unit by the project coordinator will show that by June, 1981, all training sessions planned up to that date will have been held.	Agreement	1. A total of nine training sessions were held covering six different programs. The titles of the training sessions and number of participants in attendance are presented in Appendix B.

OBJECTIVE II

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

There were no logical discrepancies in the observed inputs and processes. The inputs which included adequate space, trainers and materials were acquired and led to the processes of setting up the training sessions. Potential adopters were identified and were helped to prepare minigrant proposals. For all factors related to inputs and processes there were no discrepancies between the "intended" and the "observed."

OBSERVED PROCESSES/OBSERVED OUTCOMES

The observed processes of setting up the training session, having the demonstrator project personnel teach at the session, and teachers, administrators and other adopter personnel participating all led to the successful observed outcome. The observed outcome stated in brief that, "...all training sessions planned up to June 1981 will have been held" and the six planned sessions were held.

OBJECTIVE II

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

The objective of scheduling training for those schools that elected to adopt NDN programs was achieved. There were no discrepancies between the intended and observed inputs, processes and outcomes for objective II. The space, trainers and materials were obtained and six training sessions were held.

DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent, and the School Board to aid them in their decision making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To assist the local schools to improve their programs by linking them with Joint Dissemination Review Panel (JDRP) approved exemplary projects that have been proven successful in other school districts around the country.

Objective III: During FY 81, provide technical assistance to schools while they are installing a new NDN program by monitoring the initial adoption.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Released time for adopters when required	Agreement	1. The coordinator made arrangements with the schools for released time. Money was set aside for substitutes according to budget records. This procedure was in process throughout the year.
2. Appropriate trainers available to provide technical assistance to adopters	Agreement	2. In follow-up visits, members of the project staff assisted the adopters as evidenced by a record of planned follow-up visits.
3. Program analyst to be hired in September, 1980, to evaluate the adopted NDN projects.	Discrepancy	3. The program analyst was hired on April 20, 1981 and met with members of the Title IV-C Evaluation Unit.
4. Contact persons	Agreement	4. There were 34 contact persons as evidenced by project records.

OBJECTIVE III

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. The coordinator, District Facilitator Project, will provide technical assistance to adopters to aid in program adoption.	Agreement	1. The coordinator reported that she provided assistance such as arranging follow-up visits and calling up contact persons to make sure that everything was operating well.
2. The project coordinator and the Title IV-C Evaluation Unit personnel will construct a monitoring questionnaire to document the monitoring and assessment activities of contact persons.	Agreement	2. A monitoring questionnaire was constructed as evidenced by the completed instrument.
3. The Developer/Demonstrators will provide technical assistance on request.	Agreement	3. Technical assistance was provided by the Developer/ Demonstrators as evidenced by records of stipends paid.
4. The program analyst will use the Levels-of-Use interview technique to assess the fidelity of program implementation.	Agreement	4. The program analyst used the Levels-of-Use (Lou) interview technique to assess the fidelity of program implementation, as evidenced by Lou tapes.
5. The program analyst will collect and analyze data on student academic performance from a selected group of adopters.	Agreement	5. The Title IV-C Evaluation Unit observed the data on student performance which the program analyst collected and analyzed.
6. The program analyst will analyze data on the monitoring and assessment activities of contact persons.	Agreement	6. The program analyst analyzed the data derived from the responses of contact persons to the monitoring questionnaire, as observed by the Title IV-C Evaluation Unit.

OBJECTIVE III

PART II (continued)

PROCESSES

INTENDED	STATUS	OBSERVED
7. The program analyst will analyze data on the number and level of functioning of adopters as reported upon by contact persons.	Agreement	7. The program analyst analyzed the data on the number and level of functioning of adopters as reported by 59% of the contact people as seen in the completed report.
8. The contact person will monitor program implementation and assessment.	Discrepancy	8. Based on the responses of 67.6% of the contact persons to a monitoring questionnaire, 65% of the respondents monitored the implementation of classroom adoptions and 44% assessed the program's impact on the students, as reported by the program analyst.

OBJECTIVE III

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Records made available to the Title IV-C Evaluation Unit by the project coordinator will show that by June 1981 the implementation of the majority of the programs will be well advanced with limited management and logistical problems.	Agreement	1. The majority of NDN adoptions were implemented with limited management and logistical problems as evidenced by reports by adopters to an interview conducted by the program analyst.
2. Records made available to the Title IV-C Evaluation Unit by the project coordinator will show that by June 1981, the program analyst will evaluate the fidelity of the implementation of National Diffusion Network Programs.	Agreement	2. The program analyst evaluated the fidelity of program implementation as evidenced by the report on "The Evaluation of the Fidelity of the Implementation of National Diffusion Network Programs Adopted by the District of Columbia Public Schools, 1980-81." See Appendix C for a summary of the report.

OBJECTIVE III

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
3. Records made available to the Title IV-C Evaluation Unit by the project coordinator will show that by June 1981, the program analyst will evaluate the impact of NDN programs on student academic achievement.	Agreement	3. The program analyst evaluated the impact of NDN programs on students as evidenced by the report on "The Evaluation of the Impact of National Diffusion Network Programs on Student Academic Performance." See Appendix D for summary of report.
4. Records made available to the Title IV-C Evaluation Unit by the project coordinator will show that by June 1981, the program analyst will report on the number and level of functioning of adopters based on contact persons' reports.	Agreement	4. The level of functioning and the number of adoptions was documented in the reports on "The Number of National Diffusion Network Classroom Adoptions and Level of Adoption as Perceived by Contact Persons, 1980-81," and "The Evaluation of the Monitoring and Assessment Activities of Contact Persons of National Diffusion Network Program Adoptions in the District of Columbia." See Appendixes E and F for summaries of the reports.
5. Records made available to the Title IV-C Evaluation Unit by the project coordinator will show that by June 1981, contact persons will provide feedback to adopters on their adoption efforts.	Agreement	5. The contact persons who were actively engaged in monitoring provided feedback to adopters as described by the program analyst's report.

OBJECTIVE III

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

The observed inputs where the District Facilitator Project (DFP) coordinator obtained released time and contacted trainers for follow-up visits, led to the observed process of having follow-up sessions where the Developer/ Demonstrators provided technical assistance. The observed input where the DFP hired a program analyst by September was not in agreement with the intended input. The program analyst was not hired until April. This observed input did not adversely affect the observed process where the program analyst used Levels-of-Use interview techniques to evaluate the fidelity of program implementation. Nor did it affect the observed processes where the program analyst collected and analyzed data on student performance and analyzed the data provided by the contact persons. Although there were 34 contact persons working with the program adopters, the observed process showed that less than one half of the contact persons monitored program implementation and assessment.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The observed processes where the DFP project coordinator provided assistance in the form of arranging follow-up visits and arranging for the Developer/Demonstrators to provide technical assistance to adopter sites led to the observed outcome of the majority of NDN adoptions being implemented with limited management and logistical problems. The observed processes where the program analyst used the Levels-of-Use interviewing technique, collected and analyzed data on student performance, analyzed responses of contact persons and analyzed the data on the number and level of functioning of adopters, led to several observed outcomes. These observed outcomes were that the program analyst evaluated the fidelity of program implementation, evaluated the impact of NDN programs on students, reported on the level of functioning and number of adoptions and informed the DFP coordinator of the number of contact persons who were performing their monitoring and assessment activities and the types of activities performed by these contact persons.

OBJECTIVE III

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

Although there was a discrepancy in both the input and process parts of this section, objective III was met. The coordinator provided the technical assistance needed to insure that adoptions of the NDN projects were conducted in a smooth and orderly manner. The coordinator also linked project directors with demonstration site people.

The discrepancy in the input part of this section was that the program analyst was not hired at the beginning of the year. The effect produced by this situation limited the amount of data which could be collected. However, the information needed to assess the processes and outcomes was sufficient.

DECISIONS

This report will be forwarded to the Coordinator, Grants Administration, the Superintendent, and the School Board to aid them in their decision making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To assist the local schools to improve their programs by linking them with Joint Dissemination Review Panel (JDRP) approved exemplary projects that have been proven successful in other school districts around the country.

Objective IV: During FY 81, facilitate collaborative arrangements regarding the adoption of NDN programs between appropriate public, private, and parochial schools.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Title IV-C Minigrant applications containing a non-public school sign-off form	Agreement	1. The evaluation team examined applications with the non-public school sign-offs.

OBJECTIVE IV

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. The coordinator, District Facilitator Project, will provide information to potential adopters regarding collaborative arrangements between public and non-public schools.	Agreement	1. The evaluation team examined minigrant forms which contained the designated information.
2. The coordinator will verify compliance of Education Department requirements concerning non-public schools.	Agreement	2. Compliance of Education Department requirements concerning non-public schools was verified by the coordinator as evidenced by a check-off list.

OBJECTIVE IV

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. A review of minigrant applications by June, 1981, will show that all adopters have complied with Education Department requirements concerning non-public schools.	Agreement	1. The coordinator of the District Facilitator Project reported that all of the adopters had complied with the Education Department's requirements of including non-public schools in their project. This was accomplished by the District Facilitator Project coordinator reviewing all applications and checking for compliance. If the requirement was not met the application was returned.
2. Records will show that collaborative arrangements between public and non-public schools are being carried out.	Agreement	2. Letters on file at the office of the District Facilitator Project showed that non-public schools were informed and reminded of workshops and were provided the materials necessary to participate.

OBJECTIVE IV

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

There was no discrepancy in the input and process sections for objective IV. The input of a sign-off sheet to show compliance with the Education Department requirements resulted in all applications containing non-public school contact. This input allowed the District Facilitator Project Coordinator to verify compliance of the rule which states that non-public schools have to be included in the minigrant proposal. The input also allowed the coordinator to assist those adopters who needed help in establishing collaborative arrangements with non-public school projects.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The process of establishing a collaborative arrangement with non-public schools led to the agreements found in the outcome section. The outcomes included evidence that all adopters complied with the Education Department's requirements and that collaborative arrangements between public and non-public schools were carried out.

OBJECTIVE IV

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

There were no discrepancies between the intended and observed inputs, processes and outcomes. The sign-off form was evidence that the coordinator of the DFP could verify compliance with the Education Department's requirements and insure joint usage of NDN projects by public and non-public schools. In completing these requirements, Objective IV was met.

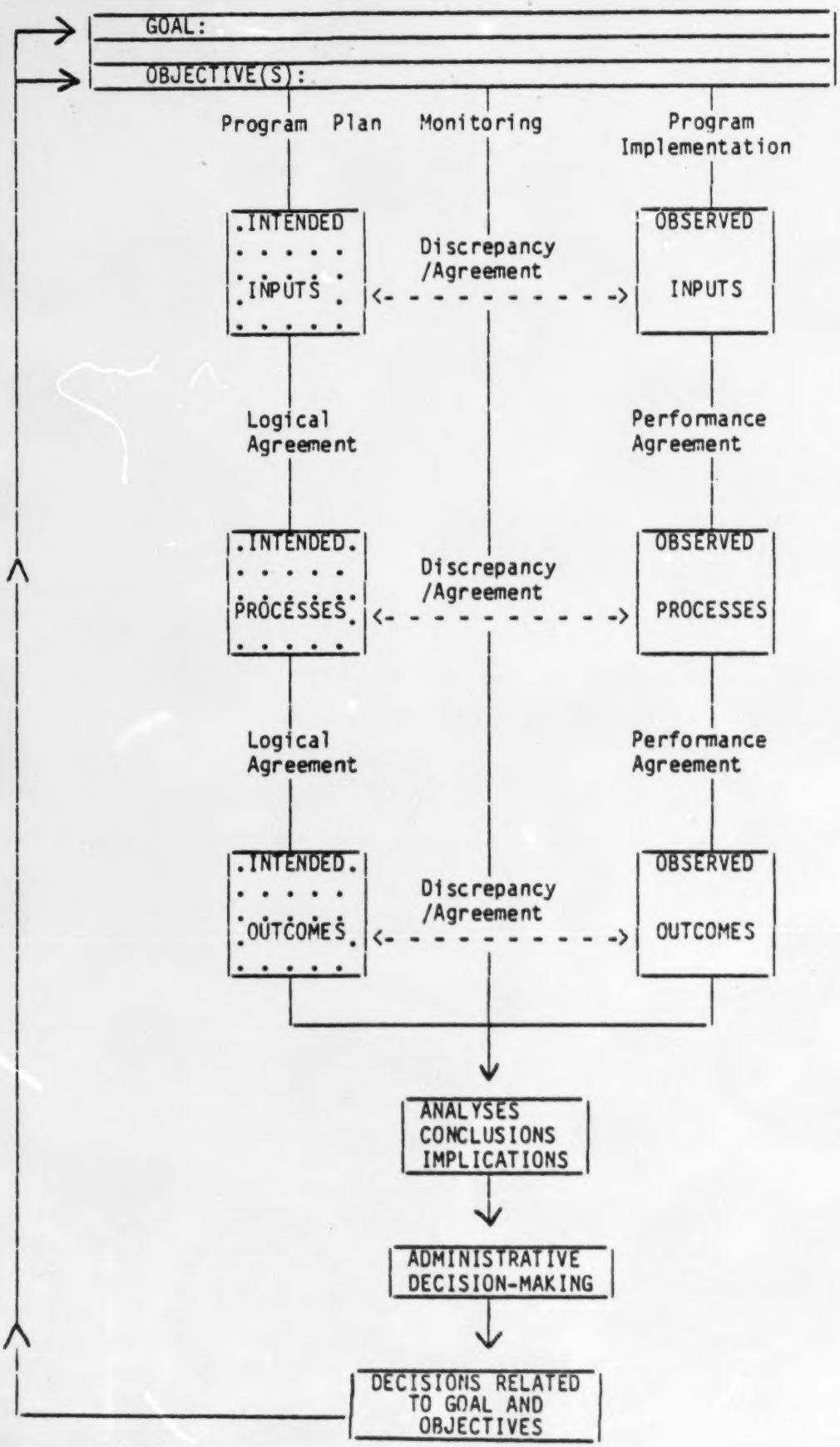
DECISIONS

This report will be forwarded to the Coordinator, Grants Administration, the Superintendent, and the School Board to aid them in their decision making concerning this project.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

DISTRICT FACILITATOR PROJECT
AWARENESS SESSIONS HELD

DISTRICT FACILITATOR PROJECT
TRAINING SESSIONS HELD

Date	Title	Number and Location of Schools	Estimated Number of Students Benefited	Participants
7/9-10/80	Individual Language Arts	4 (Region A)	210	14
10/22-23/80	Systematic Teaching and Measuring in Mathematics	6 (Region D)	630	15
1/29/81	Teams- Games - Tourna-ments	1 (Thomas)	210	9
2/18-19/81	Elementary Metric	5 (Parochial)	150	7
2/26-27/81	Individualized Language Arts	13 (Region A) 1 (Thomas)	600	23
6/23-24/81	VRP: Reading Power in the Content Areas	1 (Region C)	700	27
6/25-26/81	VRP: Reading Power in the Content Areas	1 (Region B)	700	24
6/29-30/81	VRP: Reading Power in the Content Areas	1 (Region A)	455	18

APPENDIX C

SUMMARY OF "A REPORT ON THE EVALUATION OF THE FIDELITY OF IMPLEMENTATION OF THE NATIONAL DIFFUSION NETWORK PROGRAMS"

SUMMARY

Title

The Evaluation of the Fidelity of Implementation of National Diffusion Network Programs Adopted by the District of Columbia Schools 1980-81

Prepared by

The District Facilitator Project.

Purpose

The primary objective of the study is to evaluate the fidelity of the implementation of seven National Diffusion Network (NDN) programs in the District of Columbia Schools. The programs are Alphaphonics, Exemplary Center for Reading Instructior, Early Prevention of School Failure, Individualized Language Arts, Systematic Teaching and Measuring Mathematics, Talents Unlimited and VRP: Reading Power in the Content Areas.

The secondary objectives are: (1) to analyze the relationship between the two indicators of fidelity - Levels of Use and Innovation Configurations; (2) to analyze the effect of time, i.e. number of years of implementation on these two factors.

Data Source

The data base is information provided by a randomly selected group of twenty-four classroom adopters in a focused interview. The original sample consisted of twenty-seven adopters.

Design

The fidelity of implementation is analyzed with respect to the concepts of Levels of Use (Lou) and Innovation Configurations (IC). The former refers to the behavioral adaptations (operationally defined in terms of levels of use) made by adopters in implementing an innovation. Eight levels of use are identifiable: Levels 0 to 2 are indicants of non-use, while levels III to VI are indications of use in varying degrees of adaptation. The levels were developed by the staff at the Research and Development Center for Teacher Education at the University of Texas. Innovation Configuration refers to the variations which occur in the use of the components of the program. There are acceptable and non-acceptable configurations. These are determined by Developer/Demonstrators on Innovation Configuration Diagrams.

Ratings on both factors were used in this study to determine fidelity of implementation. Fidelity is manifested when the adopter is rated as a user and has applied an acceptable configuration.

Data analysis was by program and across programs.

The question asked about the relationship between Lou and IC was, "Did users apply an Acceptable Configuration?" Data were analyzed in frequency counts and percentages.

Analysis of the interaction between time and Lou and IC was performed using frequency counts and percentages.

Results

- 87% (N=25) of the teachers interviewed were users. Of this number 45.8% operated at level III, (Mechanical Use), 37.5% operated at level IVA (Routine Use), and 4.2% operated at level V (Integration).

- 13% were non-users.

- 71% of the users had Acceptable Configurations

- The indication from these two findings is that Levels of Use and Innovation Configurations are independent factors.

- Analysis of the effect of time on Levels of Use and Innovation Configurations reveals that increased use leads to greater efficiency in implementation, behaviorally, as well as with respect to the use of the program components.

Conclusion

The findings reveal that a large proportion of adopters (i.e. 71%) implemented the NDN programs with the expected fidelity.

An increase in this figure is likely to occur when there is more frequent and systematic monitoring by contact persons and more follow-up sessions by the Developer/Demonstrators.

APPENDIX D

SUMMARY OF "A REPORT ON THE EVALUATION OF THE IMPACT OF THE NATIONAL DIFFUSION NETWORK ON STUDENT ACADEMIC PERFORMANCE"

SUMMARY

Title

The Evaluation of the Impact of National Diffusion Network Programs on Student Academic Performance

Prepared by

The District Facilitator Project

Purpose

The study evaluates the effectiveness of NDN programs in increasing student academic achievement.

Population

The population consists of the students who were exposed to NDN programs for which there is evidence of a high degree of fidelity of implementation. The programs are Alphaphonics, Individualized Language Arts, Exemplary Center for Reading Instruction, Individualized Language Arts, Systematic Teaching and Measuring Mathematics, and VRP-Reading Power in the Content Areas.

Sample

The sample is limited to those students on whom data on a standardized or criterion-referenced test are available. These constitute the NDN treatment group. A comparison group was also selected and its data served as the no-treatment posttest data.

Design for Analysis

Two designs were used. A pre-test, posttest, single group design was used whenever such data were available. A static group design was used whenever only post-test data were available for the treatment and comparison groups.

Statistical Analysis

The significance of the difference between treatment and non-treatment conditions was analyzed using both parametric and non-parametric procedures. The procedure used was dictated by the sampling procedure, nature of sample - whether related or non-related, and sample size. All tests were analyzed at the .05 level (one-tailed test).

Results

With the exception of STAMM, a significant difference was found for all comparisons in favor of the NDN classrooms or posttest performance. STAMM is a continuous progress, competency-based mathematics program which greatly resembles the school system's own Competency-Based mathematics curriculum and has served as an enrichment to CBC program use in the District Public Schools.

Conclusion

The findings are generalizable on a limited basis given the design used for analysis. The indication, nevertheless, is that the implementation of NDN programs, with a high degree of fidelity, leads to an increase in student academic achievement.

APPENDIX E

SUMMARY OF THE REPORT "THE NUMBER OF NATIONAL DIFFUSION NETWORK CLASSROOM ADOPTIONS AND LEVEL OF ADOPTION AS PERCEIVED BY CONTACT PERSONS"

SUMMARY

Title

The Number of National Diffusion Network Classroom Adoptions and Level of Adoption as Perceived by Contact Persons, 1980-81.

Prepared by

The District Facilitator Project

Purpose

To provide information on;

I. The number of classroom adoptions for the school years 1978-79, 1979-80, and 1980-81.

II. The level of adoption for 1980-81.

Data Source

The information provided by fifty-nine percent of the contact persons on an Adoption Status Reporting Form served as the data base.

Data Analysis

Data are summarized in frequencies and percentages, across programs and by region.

Results

Trend analysis of the number of adoptions over the three years reveals that the number of classroom adoptions increased considerably from 50 adoptions in the 1978-79 school year to 140 adoptions in 1979-80. In 1980-81, there was a slight decrease in the number of adoptions (N=134).

As concerns the level of adoption, 71.1% of the classroom teachers functioned at level 3, wherein all the key elements of the program are implemented; 22.6% of the teachers functioned below level 3, and 6.3% functioned above level 3.

Conclusion

The limited data for the findings make it difficult to give definitive statements about the trend and level of adoptions. The decline in the adoptions in 1980-81, can be attributed to the reorganization in the school system. The figures on levels of implementation are quite consistent with the general trend of findings based on interviews with a randomly selected group of teachers.

APPENDIX F

SUMMARY OF "THE EVALUATION OF THE
MONITORING AND ASSESSMENT ACTIVITIES
OF CONTACT PERSONS FOR NATIONAL DIFFUSION
PROGRAM ADOPTIONS IN THE DISTRICT OF COLUMBIA"

SUMMARY

Title

The Evaluation of the Monitoring and Assessment Activities of Contact Persons for National Diffusion Network Program Adoptions in the District of Columbia Schools, 1980-81

Prepared by

The District Facilitator Project

Purpose

The evaluation seeks to:

I. Describe the monitoring and assessment activities of contact persons.

II. Analyze the congruency between the required and the actual activities of contact persons.

Data Source

Data are derived from the responses of 67.6% of the contact persons to a questionnaire.

Design

Data for Evaluation I are summarized in frequency counts. For Evaluation II, the Planning, Monitoring and Implementation (PMI) model of evaluation provides the framework for the analysis of congruency or discrepancy.

Results

The findings reveal that:

65% of the respondents monitored the implementation of classroom adoptions. Monitoring was conducted in various forms.

44% of the respondents assessed program impact on students. The most commonly used assessment procedure was the administration of standardized pre- and posttests. In actuality, only posttesting was conducted and this on the basis of the city-wide testing program. In the majority of cases, the assessment procedures used were different from the procedures required for measuring program impact.

Less than one-half of the respondents performed both the monitoring and the assessment of program impact.

Evaluation information was requested of the contact persons by very few of the Developer/Demonstrators in 1979-80 and 1980-81. When requested, it was scarcely submitted.

Content analysis of the open-ended responses reveals four factors: (1) Positive evaluation of impact on students and teachers; (2) Implementation problems; (3) Level of implementation; and (4) Reasons for termination.

Conclusion

The findings reveal a discrepancy between the required and the actual monitoring and assessment responsibilities of contact persons. The majority of contact persons did not, as was expected of them, perform their duties as related, particularly, to the assessment of program impact.

This is partly accounted for by the fact that a large number of the contact persons inherited NDN programs for the first time in 1980-81, following the reorganization of the School System.